

THE ELEMENTARY ENGLISH REVIEW

VOLUME II

JUNE 1925

No. 6

BOOKS FOR VACATION READING

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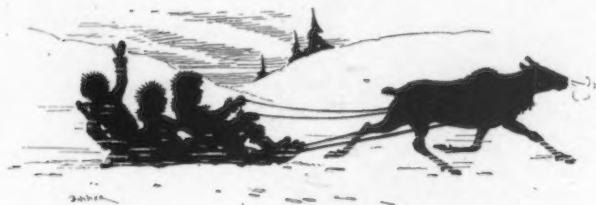


Illustration by H. Boylston Drummer

**From White Sox, by William T. Lopp*

STUDIES IN CHILDREN'S choices in literature constantly reveal preferences and tastes which occasion surprise in adults. Children unaccountably like stories they should not like, and manifest very little enthusiasm for the nursery classics prescribed by their elders. Stranger still will be the revelations made when vacation reading is studied, for these books, selected without any compulsion of "collateral reading" or "assigned reports" are a valid gage of taste.

My own casual observations have inclined me to certain conclusions. I one day came upon a thirteen-year-old friend absorbed in a large, rather dingy old volume. Reluctantly she withdrew from the story to answer my questions. She had found the book at home, she said, and was reading it because she "had heard it was good." Yes, it was old, but it was inter-

esting—it was called *Les Misérables*!

The incident is not unique. Most of us read Dickens while we were in the grades and Quentin Durward, *The Black Arrow*, *Lorna Doone*, *Ivanhoe* and *The Mill on the Floss* are not infrequently vacation literature for twelve and thirteen-year-olds, who read them all with a zest of enjoyment that is a reproach to a teacher of literature. It seems reasonable to conclude that summer reading for children need not be feather-weight literature, or hammock books. Librarians have recognized this, and The American Library Association has recently issued two excellent lists for holiday reading—A *BOY'S BOOK LIST* and A *GIRL'S BOOK LIST*, each of which includes some of the classics.

Animals, wild and tame, are a constant source of interest to children, and animal stories, fictitious, fanciful, or scientifically

* Courtesy of The World Book Company.

accurate, delight child readers. A number of new animal books furnish material for holiday reading.

The delightful *LITTLE BEAR STORIES*, by Frances Margaret Fox—Rand McNally—form a book for children of about the third or fourth grade. It is composed of short stories which would hold a child in spell-



Little Bear was afraid to go down the road

**From Little Bear Stories, by Frances Margaret Fox*

bound delight on a summer day, for they deal with Little Bear—a most winning youngster—and his adventures with other woodland folk—the otter babies, the wild-cat children—Yowler and Mewey—beavers, porcupines, and foxes. Walt Harris, art editor of *The Youth's Companion*, is illustrator.

For very little children, just learning to read, Mary Frances Blaisdell has written *PINE TREE PLAYMATES*, and for it Clara Atwood Fitts has drawn pictures full of

action, humor, and narrative quality. Sanborn is the publisher. *CIRCUS ANIMALS*—Rand, McNally—is for young children also. Third and fourth graders would enjoy it as a vacation book, for it tells of the native homes of the animals, and how they happened to come to the circus. The pictures are good, and the print large and easy for amateur readers. Elizabeth Gale is the author, and Warner Carr and Donn P. Crane, the illustrators. In the *Animal Life Series*—World Book Company—is a volume by William T. Lopp, Superintendent of Education in Alaska. The book is called *WHITE SOX*, and tells a story of the Alaskan reindeer with an intimate knowledge of the habits of the animal.

The sympathy that exists between a boy and his dog is the source of some of the best children's stories. One very interesting book of this kind is by Lebbeus H. Mitchell, and is called *HERE, TRICKS, HERE!*—published by The Century Company. Fifth graders in the elementary school of the University of Iowa became very enthusiastic over the story and declared it the best that they had ever read. One child wrote "I should like to read every book this author has written," and another "I have read many dog stories but none so good as *Here, Tricks, Here!*"

A boy is almost as apt to take home from the library a book on collecting bugs and butterflies, or on installing a radio, as a book of fiction, and any list of vacation

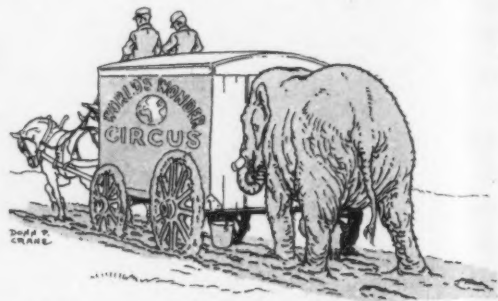


Illustration by Warner Carr and Don P. Crane

**From Circus Animals, by Elizabeth Gale*

** Courtesy of Rand McNally.*

reading will contain many non-fiction books. One of the most splendid books for boys that has appeared recently is *MAGIC IN THE MAKING*—Charles Scribner's Sons. The authors are John Mulholland and Milton M. Smith, who are themselves magicians, besides being teachers in the Horace Mann school for boys. Unlike many such books,



Illustration by Dugald Walker

**From Squiffer, by Hal Garrott*

which give outworn and sometimes rather difficult tricks, this volume explains new versions of old magic and suggests "patter" to accompany each performance. Such a book would throw almost any boy into an ecstasy of disappearing bunnies and multiplying handkerchiefs. The book would insure a happy vacation.

Occasionally from the vast number of Betties, Bobbies and Billies who people juvenile literature, appears a book-character with a decided individuality. Margery

Clark has added two such children to that company, in her beautiful book *THE POPPY SEED CAKES*—Doubleday, Page. The book is Russian in derivation and composed of short stories about two children, Andrewshek and Erminka. They are irresponsible creatures, who meet many humorous difficulties. Andrewshek bounces on the feather bed instead of taking a nap, and he will leave the gate open, and let the chickens and cat and dog escape, and as to Erminka, she insists on wearing her little brother's red-topped boots, and goes about poking them into all manner of odd places and so is led into a number of misadventures.

It is hard for a reviewer to indicate the charm of this book. There is no moralizing, the language is simple and vivid, the story is told with a great deal of humor, and the illustrations, by Maud and Miska Petersham, are a joy. The pictures are in black and white and in colors, and the Petershams have decorated each page with beautiful silhouettes.

SQUIFFER, by Hal Garrott, is another charming book, for Dugald Walker has drawn pictures for it with patient and beautiful detail. The story is concerned with the adventures of a squirrel who wants to become a boy, and is full of fan-



Illustration by Dorothy Lake Gregory

**From Early Candlelight Stories, by Stella C. Shetter*

* Courtesy of McBride.

* Courtesy of Rand McNally.

tastic marvels and sly humor. The book is long and large for the small children for whom it is written, but they would find it enthralling if read aloud. It is published by McBride.

Children who have loved Heidi will welcome JORLI, also by Johanna Spyri. Sanborn is the publisher.

It is a curious fact that much of the best literature for children is imported. Pinocchio, Heidi, various Scotch, German, Japanese and Russian heroes and heroines, not to mention the "twins" of every nationality, have almost crowded the book-children of American history from the shelves. Too often, those books which do attempt to picture the lives of our own grandmothers are dreary masses of fact, in shoddy masquerade of recreational reading. It is a pleasure, then, to find a book of "grandmother stories" in which a real interest vitalizes the narratives and in which the heroine is a spirited little figure. *EARLY CANDLELIGHT STORIES*—Rand, McNally—by Stella C. Shetter, really catches some of the atmosphere of the 60's.

Recently two books of myths have appeared. One, for older children is Padraic Colum's *ISLAND OF THE MIGHTY*—Macmillan. In preparing this book, Mr. Colum has in a sense, annexed another province to fairyland, for heretofore the wonder stories of the Celts have been largely the

concern of scholars. The stories are retold directly from the Mabinogian, the source of much of our knowledge of Celtic lore, and there is much more vigor, and less prettiness in these tales than in the poetic versions which Tennyson gives in his *Idylls*. These masculine qualities should appeal to boys. Incidentally the teacher whose curriculum includes the *Idylls of the King* would do well to read *The Island of the Mighty*. The introduction gives briefly and readably much information about the old legends and a background against which the tales take new life and color.

Margaret Evans Price has written and illustrated a lovely *CHILD'S BOOK OF MYTHS*, for which Katherine Lee Bates has written a sympathetic introduction—Rand, McNally. The pictures are generous in number, and their delicate coloring, grace and rhythm of line and vitality of balance made the book one to be treasured. The Greek myths are told very simply for the reason that the Olympian scandals, which are the basis of most of them, are ignored.

"Our outlook on life depends more upon what we read than upon heredity, environment, or education," says Grace Conklin Williams. If this be so, a child's books should be high in quality and wide in range and his summertime reading should take him into new lands and to new adventures.

A SOUTHERN NIGHT SONG

Arthur N. Thomas

THE SUN, my child, has closed his eye,
The moon hangs o'er the hill.
The white clouds linger in the sky,
And all the world is still.

The flowers have drooped their tiny heads
The cool dew-diamonds gleam:
The fairies in their moss-leaf beds
Of joyful dancing dream.

The little bird has found his nest;
The brook has found the deep.
So, folded close to Mother's breast,
My child, you too, must sleep!

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NEW BOOKS FOR CHILDREN

CLARISSA MURDOCH

IT IS SAID that Chaucer wrote a scientific treatise instead of a story for his little son. Today's child is more fortunate since authors now understand how important a part imagination plays in his life. There are many new books that are worthy of a place in a child's bookcase and they should prove interesting reading for the approaching summer vacation.

himself his newly acquired vocabulary. These high grade books contain good literature, folk tales and rhymes, many being old favorites. Stories about the animals loved by little children predominate. In addition to well-known tales there are new stories from Russia, Sweden, Norway and Spain. With these beautifully illustrated books in hand young children will have so



The white rabbit came from the garden

**From Busy Folk, by Mary Laing and Andrew Edson*

For the wee ones there are two pleasing little books, *WORK AND PLAY* and *BUSY FOLK* by Mary Laing and Andrew Edson—Benj. H. Sanborn & Co. These are readers for beginners, but they are so attractive that they can be used in the home, when a first-grader wishes to try out for

much fun that they will be "cozen'd into a Knowledge of the Letters."

FOURTEEN SONGS FROM WHEN WE WERE VERY YOUNG, by A. A. Milne. Illus. by Ernest H. Shepard. Music by H. Fraser-Simon—E. P. Dutton. The musical lilt of these wonderful verses has caught the ear of a genius and the result is a collec-

*Courtesy of Benjamin H. Sanborn.

tion of songs that should be heard in every school room in the country, and in every home. The fourteen for which music has been written are "Buckingham Palace"; "Happiness"; "The Christening"; "Lines and Squares"; "Brownie"; "Market Square"; "The Three Foxes"; "Politeness"; "Missing"; "Hoppity"; "Half-way Down"; "In the Fashion"; "Growing Up," and "Vespers." It is an altogether fascinating book.

THAT'S THAT, by Bertha Reuter—Doubleday, Page & Co.—is a collection of whimsical stories that have much individuality. While there is a lesson in each tale, it is so cleverly disguised that they are not at all like the old fashioned stories with a "tacked on" moral. There is humor, suspense, and dramatic action, sure to hold a child's attention. They all contain the topsy-turvy element delightful to children.

There is a hearty welcome from many a child in store for the EIGHT LITTLE PLAYS FOR CHILDREN, by Rose Fyleman—George H. Doran. These playlets are elfin companions to FAIRIES AND CHIMNIES and THE FAIRY FLUTE. They are fanciful and imaginative. Their action is slight, yet children will like them. Two of the plays, "Darby and Joan," and "The Fairy and the Doll," are wonderfully well adapted to acting by marionettes. The plot is well within range of marionettes; the dialog has the charm of voices from fairyland. There is fun ahead for the child who understands puppets sufficiently to stage either "Darby and Joan," or "The Fairy and the Doll."

WIDE-OPEN-EYE, by Nina Purdy, Doubleday, Page & Co.—is a story of an imaginative little girl, living on an old fashioned farm. She had received the fairies' heritage, the power to see and enjoy the beauty and magic in the world. The chief value of the book is that it describes wholesome family life in the country. City children may well envy Robin, her free play, her farm-animal friends, and her simple good times. The chapters on "sugar-

ing off" and the Christmas celebration in the little white church alone would make the book desirable. This type of farm life is disappearing so rapidly that any true picture of it is welcome.

Vacation days are circus days, and in cities still liberal enough to permit circus parades, the calliope is a modern Pied Piper luring the children from their homes. Even adults like the big show and stories of circus life have recently been written for them. Now for the children comes TONY AND THE BIG TOP, by Allen Chaffee—Century Co. Here children are allowed to peep behind the canvas and see how the people of the circus live. They find that human nature is much the same here as elsewhere. It is an exciting tale, centering about Tony, a girl aerialist.

Children will love to read how she saved the life of a baby tiger by bringing it up on a bottle; how she failed at the trapeze and became an animal trainer; how a big storm caused disaster; how a wreck upset the animals; and how stampeding elephants were stopped by a cabbage patch. Young people will not only enjoy the book, but they will gain a knowledge of what a big business a circus is and an understanding of how much hard work there is behind its glamor.

For children younger than those for whom Mr. Van Loon wrote his "Story of Mankind" there is a CHILD'S HISTORY OF THE WORLD, by V. M. Hillyer, Headmaster of Calvert School—Century. This book is one of the year's outstanding contributions to children's literature. Librarians are very enthusiastic about it and it promises to be equally popular in the home.

The author's purpose in writing the book was to give to American children, who still think that 1492 was the beginning of the world, a concept of World History. For many years this kind of history has been taught in his school. Perhaps one reason for his success is that he subjected each lesson to a class-room test to de-

termine what meaning his language conveyed to the pupils. He picked out names and events, not always the most important, but those that will most appeal to a child.

Mr. Hillyer insists that children should learn definitely certain facts. That they can do it the nine-year-old students of the Calvert School prove. He makes the process of learning pleasant, however, and children unconsciously acquire certain necessary facts. Do not be surprised if, while reading the book, your son draws on his bedroom wall "The Staircase of Time" in order that he may study it each morning and "look down the flights below him and listen to the story of what has happened in the long years gone by."

While the writer does urge readers of his book to learn a few dates, those bugbears of our own history lessons, his method is so ingenious that children will not recognize the fact that they are studying. He suggests that dates be considered mere telephone numbers. "Menes, First Egyptian King . . . 3400 B. C." This is a clever idea, for young children are like squirrels in their passion for collecting, in the case of children, even numbers.

The style is very modern. At times a page looks like free verse, the sentences going up and down it as well as across. Occasionally he spells out a phrase and re-

peats it several times. Again he is very informal in his manner and jokes with his little readers. All these are devices of known appeal and are sure to hold the attention. Altogether it is a delightful book in content and treatment.

PEARL LAGOON, by Charles Nordhoff—The Atlantic Monthly Press—is a splendid book, a good example of the sort of book being written for our youths by writers of established reputation. Adults will remember the articles written by the author for "The Atlantic Monthly" during the war and also those written after the Armistice from the South Seas where he had gone to rest.

The same charm of style and the same power of vivid description are displayed in this romantic story for boys. While he has used "the familiar marionettes and put them through their paces" before our eyes, it is much more valuable than the usual adventure story. He "knows the islands fairly well—white man and native; skipper, trader, and pearl-diver; the sea, the lagoons, the small and lonely bits of land." It is of these he writes.

We all have, at times, the small boy's desire for romance and it is safe to predict that we adults will compete with our children for the possession of the book and, as we read, we too will feel the lure of these enchanted lands.



Courtesy of the United States Forest Service, Washington, D. C.

THE BLUE KERCHIEF*

Cheerfully

Old English Ballad

I saw a sweet maid en trip o-ver the lea, Her
 eyes were as loadstones attracting of me. Her cheeks were the roses that
 Cu-pid lurks in, With a bon-ny blue ker-chief tied
 un-der her chin.

* Published by Gould, S. B., and Sheppard, H. F., in *Songs and Ballads of the West*.

THE BLUE KERCHIEF*

Old English Ballad

I SAW A SWEET MAIDEN trip over
the lea.
Her eyes were as loadstones attracting of
me;
Her cheeks were the roses, that Cupid
lurks in,
With a bonny blue kerchief tied under her
chin.
“O where are you going, my fair pretty
maid?
O whither so swift through the dew
drops?” I said.
“I go to my mother, kind sir, for to spin.”
O the bonny blue kerchief tied under her
chin.

“Why wear you that kerchief tied over
your head?”
“’Tis the country girls’ fashion, kind sir,”
then she said.
“And the fashion young maidens will
always be in,
So I wear a blue kerchief tied under my
chin.”
“Why wear a blue kerchief, sweet
maiden,” I said.
“Because the blue colour is one not to fade,
As a sailor’s blue jacket who fights for the
king,
So’s my bonny blue kerchief tied under the
chin.”

BALLADS IN THE SIXTH GRADE LITERATURE PROGRAM

MABEL SNEDAKER

University Elementary School, State University of Iowa

A BALLAD IS A SONG that tells a story. In the words of the old lady from whom Sir Walter Scott secured many ballads, “Ballads were made for singing and no’ for reading, but ye hae broken the charm now, and they’ll ne’er be sung mair.” It is through singing that ballads have lived.

The realization of the fact, that originally ballads were sung, should determine the procedure in presenting them as a part of any literature program. Those to which pleasing airs can not be found may be read and a few may be dramatized, but for the most part they should be sung. The singing of any poetry to which suitable music can be obtained adds to the children’s enjoyment of that poetry. Particularly is this true of ballads. Children

enjoy them not only because a ballad is a “song that tells a story” and tells it with straightforward simplicity, but also because ballads have pleasing tunes, tunes with a vitality that has carried them down through generations.

The study of ballads is one unit in the literature program of the sixth grade of the University Elementary School. The objective to be realized from this unit is to give the children such pleasure in reading and in singing ballads during the class period that they will want to read and to sing ballads for themselves. Although the study of the ballad as a type is taken up for the first time in the sixth grade, ballads are sung as a part of the music program throughout the grades. There is a ballad for every age and every mood. The themes range from slow laments, such as “Sir Patrick Spens,” and stirring tales of bat-

* Old English ballad of the broadside era, from Gould, S. B., and Sheppard, H. F., *Songs and Ballads of the West*.

tle, such as "Chevy Chase," to rollicking dances like "The Hal-an-Tow" and such nursery tales as "The Frog's Wooing." Adult judgment cannot be relied upon in predicting which of these themes will appeal to a given grade. This was shown clearly by a check of the most popular ballad in each grade. The ballad which the third grade liked best was not, "There was a Shepherd Maiden," nor any of the lively dance tunes which are the foundation of balladry, and which children of that age might be expected to like, but was "Sir Patrick Spens," a lament with slow and solemn measures.

The music program should give the children a taste of every type of ballad, of English and Scottish ballads, ballads of the broadside era, modern ballads, and American ballads, including cowboy songs, negro spirituals, songs of the southern mountains, and play-party games.

The method of presenting ballads as a literature unit is an informal one. Whenever possible they are sung. Sometimes the children supplement the singing by dancing the movements which originally accompanied the air. Such ballads as "Babylon" and "Get Up and Bar the Door" lend themselves well to dramatization and are favorites with the children. A surprisingly large number of ballads are memorized, although no memory work is required. The music aids in this. To be able to sing a poem not only adds to its enjoyment but also increases the ease with which it is learned and the length of time it will be remembered. It is no less true of our own time than of the days of the minstrel, that to set a poem to music "greatly recommends it to remembrance."

When music is not available the ballads are read to the group by the teacher. A few periods are provided during which individual children read to the class, ballads which they have discovered and enjoyed while browsing at the reading table. If a background is necessary to the enjoyment

of the ballad, this is presented by the teacher. Only such discussion and explanation as seems to heighten the appreciation of the reading is given. Since the work begins with ancient Scotch and English ballads, a brief explanation of the Scotch dialect should precede the reading. The children take great delight in this dialect which gives much less trouble than might be expected. Occasionally a few phrases such as, "My hand is in my husyfskap," whose meaning can not be inferred from the content, may be written on the board and explained before the reading begins. Sometimes the reading is interrupted by an eager, "What does that mean?" when an obscure Scotch phrase puzzles a listener.

Ballad characteristics such as the refrain, incremental repetition, parallel repetition, the commonplace, and dialogue, are explained as the children observe them while listening to the reading. During the first period in which ballads are read, children often call attention to such refrains as, "Eh vow bonnie," "Binnorie, O Binnorie!" "Down, a down, hay down, hay down." Later they enjoy reading *Hind Horn*, with one child reading the stanzas as did the minstrel, and the others joining in the refrain as did the listeners in the castle or on the village green. In a similar way, the children soon notice the repetition of lines and stanzas in ballads such as, "The twa Sisters," and comment upon the way in which this repetition builds up and heightens the dramatic tension of a situation. Commonplaces, such as "bluid-reid wine," "braid letter," "gars-green sleeve," never fail to attract attention as they occur over and over again in different ballads.

The historical background of the ballad is of great interest to children. The first setting needed is an account of what a ballad is and of how ballads originated. This includes the story of how the ballad originated as a dance song and of how it

later was separated from the dance and became the expression of communal life. It tells how the ballad was affected by individual poets who added to the old traditional songs, bit by bit, or changed them here and there, and yet were not poets in our sense of the word but merely singers of the people's songs.

The story of the origin of the ballad is followed by a discussion of ballad themes. Since these old ballads were ballads of the people, they are built around such themes as love, hate, revenge, sorrow for the dead, and superstitions. Some of the earliest are riddles, wit contests, and ballads of holy writ. Historical ballads were a late development.

The story of the minstrels who sang the ballads is especially interesting. How they were once hailed with delight both at the castle and on the village green, how they were rewarded with gifts and homage, how they were rightly regarded as artists of great skill who were able to play upon the delicate vielle; how the profession later was degraded until the minstrels became associated with bands of jugglers and tambourine players, and how, during the time of Queen Elizabeth, minstrels were restrained by law, together with other "rogues, vagabonds, and sturdy beggars"; all this is a most fascinating story to children.

Equally fascinating is the story of the decline of the ballad. With the invention of the printing press came the broadside. This was a ballad printed on one side of a small sheet of paper like a hand bill. Any popular happening might become the subject of a broadside, which, like our newspapers of today, often reflected popular criticism of the times. This is illustrated in the broadside, "Five Shillings a Week, a Complaint of low wages and the high cost of living." It is in this period, following the invention of the printing press that we

first meet with professional authors of ballads. The tawdry songs of these authors always pointed a moral, something which the early ballads never did. The result of this "ballad-mongering" was to cause the old ballads to be forgotten for a time.

A revival of interest in the ballad was due to the efforts of Bishop Percy, Sir Walter Scott and many other collectors. From nurses, shepherds, milkmaids, and other simple unlettered folk, the old songs were secured, and thus preserved to us.

No study of the ballad is complete without the story of balladry in America. This includes the Americanization of many of the old traditional melodies brought to America with the first settlers. It includes cowboy songs and songs of the southern mountaineer. The negro spirituals and the play-party games, both an offspring of everyday life, are closely related to balladry in America.

Children who have made a study of the ballad have shown their enjoyment and appreciation of its charm by the unusual amount of time spent at the reading table, by the numerous requests to take ballad books home, and by the writing of original ballads. Many children have asked their parents to buy as birthday gifts favorite books of ballads. Often a class has asked to share with the other grades of the school some of the pleasure which it has found in the ballads. To carry out this idea assembly programs have been planned. In preparing for these programs children decide upon and outline their talks during the oral composition period. On the morning of the assembly, the program is entirely in the hands of the children.

The result of the literature unit described in this article has been to arouse in children an unusual and abiding interest in ballads. In addition to this, it has stimulated a greater liking for other forms of poetry.

A MAY-DAY BALLAD PROGRAM

The Origin of May-day.

How May-day was celebrated in "Old England."

The story of May-day in ballads and folk songs.

Singing of ballads associated with early May-day games.

1. "The May-pole Dance."

Farnsworth. *Grammar School Songs*, p. 29.

Radcliffe - Whitehead. *Folk-Songs and Other Songs for Children* (Under title, "Come Lassies and Lads"). p. 2.

2. "Sellenger's Round."

A part of the group danced this old English dance while the others sang. The words and air used were those given on page 37 of Jackson, *English Melodies from the 13th to the 18th Centuries*. A description of the dance which was often a part of the celebration "in moonshine nights about May-poles," is found on page 39 of this book. A slightly different air with quite different words is given in Farnsworth, page 31, under the title, "Under the Greenwood Tree."

3. "The May-day Carol."

Gould and Sheppard. *Songs and Ballads of the West*. Part II, p. 46.

This melody is a very early one and rather ordinary, but the children enjoyed the ballad because of the story it tells of the quaint custom of "taking the May-bush in," a custom in which our present day practice of hanging May baskets probably had its origin.

The Elaboration of May-day Games Into a Pageant.

The part of Robin Hood and his associates in the pageant.

Singing of Robin Hood ballads associated with May-day pageants.

1. "Robin Hood, Robin Hood, said little John."

Farnsworth. *Grammar School Songs*; p. 28.

Jackson. *English Melodies from the 13th to the 18th Centuries*.

2. "The Hal-and-Tow," first stanza.

Gould and Sheppard. *Songs and Ballads of the West*. Part I, p. 50.

3. "Adam Bell, Clym of the Clough and William of Cloudesly."

Rimbault. *Musical Illustrations of Bishop Percy's Reliques of Ancient English Poetry*; p. 48.

This is a very popular old ballad from the Forest of Sherwood, King Henry IV granted to one Adam Bell, an annuity of £41 10s, issuing out of the fee farm of Clipston in the Forest of Sherwood. Adam Bell later violated his allegiance to the King and his rents were accounted for by the Sheriff of Nottinghamshire. The air is characteristic of the quaint minor strains of many old ballads.

The part of the milkmaids in the May-day pageant.

Singing of "The Merry Milkmaids."

Jackson. *English Melodies from the 13th to the 18th Centuries*; p. 42.

Late survivals of May-day festivities.

1. How May-day was celebrated in Cornwall.

2. The chimney sweeps' festival.

3. Singing of "The Cornish May Song."

Farnsworth. *Grammar School Songs*; p. 8. Jackson. *English Melodies from the 13th to the 18th Centuries*; p. 48.

Each song was announced by a child who gave a brief explanation of its source and its historical background. The data upon which the talks were based was obtained from Strutt, Joseph, *The Sports and Pastimes of the English People*. London. Methven & Co., 1801; and Stephenson, H. T., *The Elizabethan People*. N. Y. Holt, 1910.

A BALLAD PROGRAM

What a Ballad Is and How Ballads Originated.

Ballad themes and characteristics.

Reading and singing of ballads to illustrate themes and characteristics.

1. Reading of "Binnorie."

The version given in Bryant, *The Best English and Scottish Ballads*, p. 36.

2. Singing of "There Were Three Ravens."

One of the oldest extant ballads. Jackson, *English Melodies from the 13th to the 18th centuries*, p. 24.

The Minstrels.

The Decline of the Ballad, the Broadside.

Singing, reading and dramatization of late ballads and of broadsides.

1. Singing of "The Widdecoombe Fair."

Gould and Sheppard. *Songs and Ballads of the West*. Part I, p. 34.

2. Singing of "In Winter When the Rain Rain'd Cauld."

Lampe. *Songs of Scotland*, p. 41.

3. Dramatization of "Get Up and Bar the Door."

Planned from the version in Stempel, *A Book of Ballads*.

4. Reading of excerpts from broadsides in *The Shirburn Book of Ballads*.

a. "Good people all, repent with speed."

b. "All careful Christians, mark my song."

c. "The miller in his best array."

How Ballads Were Saved for Us.

1. Bishop Percy's collection.

Singing of ballads from Rimbault.

Musical Illustrations of Bishop Percy's Reliques of Ancient English Poetry, p. 48.

a. "John Anderson, my Jo."

A lovely minor air, words and melody very different from the well-known song.

2. The work of Sir Walter Scott.

Comparison of excerpts from "Sir Lochinvar" and the old ballad "Katherine Janfarie." (Stempel, p. 67.)

Ballad Making in America.

Singing and reading of American ballads and related folk-lore.

1. Cowboy ballads.

a. Reading of "The Zebra Dun."

Stempel, *A Book of Ballads*, p. 149.

b. Singing of "The Old Chisholm Trail."

Stempel, *A Book of Ballads*, p. 145.

2. Songs from the southern mountains.

"Sourwood Mountain."

3. Negro Spirituals.

"I Want To Be Like Jesus In My Heart."

"I Know The Lord's Laid His Hands On Me."

"Swing Low, Sweet Chariot."

Rodeheaver, *Plantation Melodies*.
Krehbiel, *Afro-American Folk-Songs*.

4. The Play-party Game.

Playing of "Captain Jenks."

Piper, *Some Play-party Games of the Middle West*.

How Modern Ballads Differ From Popular Ballads.

Reading and singing of modern ballads.

1. Reading of "The Highwayman," Alfred Noyes.

Stempel, *A Book of Ballads*, p. 187.

2. Singing of "Mary of Argyle."

Lampe, *Songs of Scotland*, p. 37.

Books in which you can find these ballads and many others.

BIBLIOGRAPHY

NOTE: The purpose of this bibliography is not to give an extensive list of sources, but to note a few of the books which the teacher will find most usable.

Bryant, E. A.—*The Best English and Scottish Ballads*. N. Y. Crowell.

Childs, F. J.—*English and Scottish Popular Ballads*. (5 vols.) N. Y. Houghton. 1904.

Too expensive for the ordinary school library, but the most reliable source book.

Clark, A.—*Shirburn Book of Ballads*. Oxford. 1907.

Contains interesting examples of the broadside.

Gummere, F. B.—*The Popular Ballad*. N. Y. Houghton. 1907.

The best book for the teacher's preparation; deals with ballad characteristics, history, etc.

Gummere, F. B.—*Warner's Library of the World's Best Literature*. Vol. III; pp. 1305-7.

Brief usable treatment of the popular ballad.

Lomax, J. A.—*Cowboy Songs*. Sturges & Walton.

Piper, E. F.—*Some Play-party Games of the Middle West*. (Pamphlet.) Published in *American Journal of Folklore*, 28; 262.

Quiller-Couch, A. T.—*Oxford Book of Ballads*. Oxford. 1910.

The most complete edition at a moderate price.

Stempel, G. H.—*A Book of Ballads*. N. Y. Henry Holt. 1917.

Probably the best single book to put into the hands of children. Contains excellent notes and helps for the teacher.

Elson, W. H., Greenlaw, E., Keek, C. M.—*Junior High School Literature*. Book III. N. Y. Scott, Foresman. 1922.

A very clear and readable discussion of the ballad.

Books from which the music for ballads may be obtained:

Farnsworth, C. H.—*Grammar School Songs*. Scribner's. N. Y. 1917.

Gould, S. B., and Sheppard, H. F.—*Songs and Ballads of the West*. London. Patey and Willis.

Jackson, Vincent.—*English Melodies from the 13th to the 18th Centuries*. London. M. Dent. 1910.

Krehbiel, H. E.—*Afro-American Folk-songs*. G. Schirmer.

Lampe, J. B.—*Songs of Scotland*. Remick Co. 1904.

Radcliffe-Whitehead, J. B.—*Folk-songs and Other Songs for Children*. N. Y. Oliver Ditson. 1903.

Rimbault, E. F.—*Musical Illustrations of Bishop Percy's Reliques of Ancient English Poetry*. London. Richards. 1842.

Rodeheaver, H.—*Plantation Melodies*. Rodeheaver Co.

A BLIND BOY'S SONG

Arthur N. Thomas

WHEN E'ER I blow my horn I see
A bridge of dazzling light,
Where dancing as in glee
Are colors bright.

I do not like to grope or play
Where others come and go,
I'd rather steal away
And blow, blow, blow.

Sometimes I take my horn, at night,
And to the attic creep
To watch the streams of light
Until I sleep.

BOOKS, THE IDEAL GIFT

C. C. CERTAIN .

THE ELEMENTARY school teacher of English has many opportunities to suggest books as suitable gifts for children. Awards in school work are as a rule not considered the right kind of incentive educationally, but there are, nevertheless, frequent exceptions to this rule; cases considered worthy of awards of merit, medals, or certificates, or even coins. In such cases the teacher may, under some circumstances, successfully substitute books as the award of merit. I say *under some circumstances* for the reason that children so often regard with suspicion books coming to them in this manner, feeling apparently that they will be deadly dull and uninteresting. In the past the school or the teacher who has succeeded in making a book a truly acceptable gift to the child has been a rarity. There has been too little real joy in the children's school experiences with books, too much disappointment over the teachers' selections, for rejoicing over a gift from this source.

If the entire history of the child's school experiences with books has been that of a growing appreciation for good literature, an appreciation that has sprung from his own genuine likes and dislikes—if his appreciation has been fostered by a wise and sympathetic attention on the part of the teacher, he will covet the book that is given as an award.

The use of books as suitable gifts on birthdays, at Christmas, or on other special occasions should be a part of the course in literature. As a matter of fact teachers are not the only ones who have succeeded poorly in making books attractive and acceptable gifts. Book dealers know only too well the superficiality that goes with many gift books. The fact is that the dealer at the book counter is not only called

upon to sell the book but to decide upon its appropriateness as a gift for a "friend's twelve-year-old boy" or for "my mother" or a "young lady friend."

Children in the grades should be taught the principles of book selection in relation to this problem. They should be taught that the selection of books as gifts is a problem worthy of serious study. Information should be given concerning the best available book lists, reliable book reviews, right standards for judging books, competent writers, standard authors, and books of proved merit. And not only this, the teacher of English should have the responsibility of training the children in making right choices. This training can best be given point by putting children upon committees to help select books as awards of merit, by exhibiting good books the month



Books Make Ideal Graduation Gifts



FIVE WHITE CHICKENS FLEW PAST ERMINKA

Illustration by Maud and Miska Petersham

**From The Poppy Seed Cakes, by Margery Clark. See page 195*

before Christmas, and on other occasions, and discussing with children their gift book problems. In schools with libraries—and all elementary schools should have good libraries—the training will be continuous, and literary experience full and satisfying.

There are some books that should be known to everyone who buys books as gifts,—as for example, *The Home Book of Modern Verse*, Stevenson—Henry Holt,

the *Oxford Book of English Verse*, the best illustrated editions of *Robinson Crusoe*, or *Moby Dick*, or *Treasure Island*. For books as awards, distinctive editions should frequently be chosen, as for example the deluxe, autographed edition of *Walter De Le Mare's Peacock Pie*.

Teachers who are interested will find the accompanying selected bibliography helpful.

BOOKS ON BOOK SELECTION

I. Bibliographies

BIBLIOGRAPHY OF BOOKS AND ARTICLES ON SELECTING READING MATERIALS FOR CHILDREN.

- a. References Dealing with the General Problem of Selection of Books for Children.
- b. Available Lists of Books for Children.
- c. References Dealing with the Location of Specific Poems and Stories for Children.

See the Report of the National Committee on Reading, National Society for the Study of Education. Bloomington, Illinois. Published by the Public School Publishing Company.

II. Book Lists

American Library Association, 86 Randolph Street, Chicago, Illinois:

BOOKS FOR BOYS AND GIRLS. Caroline M. Hewins. 3d ed. 1915. 25c.

A careful selection from ten years of children's literature and a reweighing of the older books.

BOOKS FOR VACATION. 1922. 8 copies, 25c; 100, \$2; 1,000, \$18.

Contains 129 titles of children's books for recreational reading, with a descriptive note about each book. A 16-page leaflet, envelope-insert size.

BOOKS FOR TIRED EYES. Compiled by Charlotte Matson. 1923. 40p. 35c.

Lists about 700 books in 12 point or larger print, for adults and children.

CHILDREN'S BOOKS FOR GENERAL READING.

Selected by Effie L. Power for the Children's Librarians' Section. 1924. 8p. Single copy, 20c; 10, \$1; 100, \$4; 250, \$9; 500, \$15.

GIFTS FOR CHILDREN'S BOOK-SHELVES.

Compiled by a committee of the Children's Librarians' Section of the A. L. A. Rev. 1924. 100 copies, \$2; 250, \$4; 500, \$7; 1,000, \$12.

Compiled at the request of the Library Commission of the Boy Scouts of America. A 16-page leaflet listing 110 titles, with annotations. Useful as a buying list for parents throughout the year.

GRADED LIST OF BOOKS FOR CHILDREN.

Compiled by the Elementary School Committee of the Library Department of the National Education Association. 1922. Cloth, \$1.25.

A list of children's books for every school and every library. It represents the best judgment of both teachers and librarians. The entry for each of the books listed (about 850) gives author, title, publisher, price, descriptive note and grades for which the book is suited.

The titles are arranged in three groups: Section A, grades 1-3, Section B, grades 4-6, Section C, grades 7-9. A list of sixty reference books (grades 1-9) and a list of valuable books now out of print are also included. Complete title and subject indexes.

This list will help in the selection of books, in using and grading books and in answering questions about books.

PLAYS FOR CHILDREN; an annotated index. Alice I. Hazeltine. 1921. Cloth, \$1.50.

An index to plays, arranged alphabetically, with brief notes about each, giving number of characters and time required. Lists the plays suitable for special days and special occasions.

III. Selected Aids

THE CHILDREN'S POETS. Walter Barnes. World Book Company, 1924.

THE ENJOYMENT OF POETRY. Max Eastman. Scribners, 1913.

WHAT SHALL WE READ TO THE CHILDREN.

C. W. Hunt. Houghton, Mifflin, 1915.

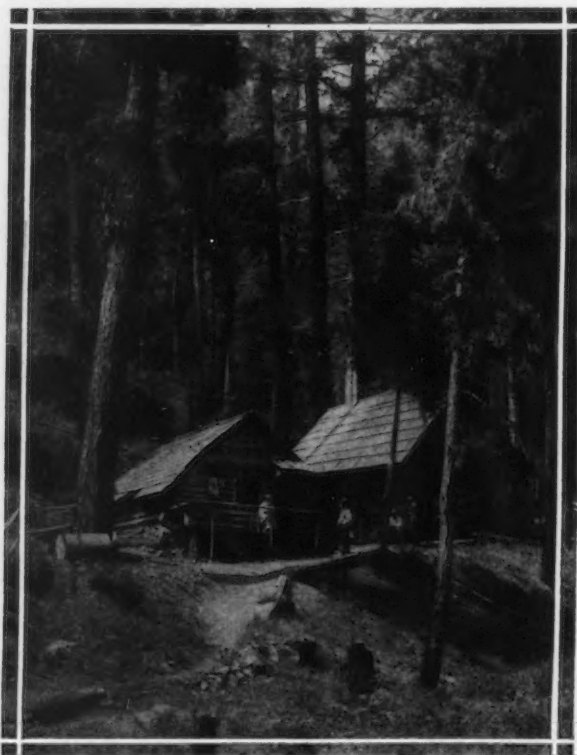
CHILDREN'S INTERESTS IN READING. A. M. Jordan. Teachers' College, Columbia University, 1921.

ESSENTIAL PRINCIPLES OF TEACHING READING AND LITERATURE. S. A. Leonard. Lippincott, 1922.

LITERATURE FOR CHILDREN. Orton Lowe. Macmillan.

THE MATERIALS OF READING. W. L. Uhl. Silver, Burdett, 1924.

IV. STANDARDS FOR ELEMENTARY SCHOOL LIBRARIES. BY THE JOINT COMMITTEE OF THE A. L. A. AND THE N. E. A. C. C. Certain, Chairman. Published in the Fourth Year Book of the Department of Elementary School Principals, N. E. A. and by the A. L. A., 1925.



Tenants of Mother Nature and Uncle Sam

Recreation ranks among the major services performed by the National Forests. Each year several million health and recreation seekers visit them, summer-home sites are leased, camping is free and generally requires no permit.

Make Your Return in Care With Fire and Sanitation

THOUGHT AND ACTION IN COMPOSITION

VACATION OUT-OF-DOORS

ABUNDANT MATERIAL is published in this number of THE REVIEW for a program on outdoor recreation and related topics. This program should utilize not only the selections printed in THE REVIEW, but other selections from books and magazines. The past experiences of the children in camps and on vacation trips and outings should be capitalized fully.

Oral reports should be prepared on "Recreation in National Forests," page 211, "The Battle of The Trees," page 212, and "Why We Need Forestry," page 213.

The following poems make suitable memory pieces. "The Brave Oak," page 223, "Under the Greenwood Tree," page 219, "A Spring Lilt," page 219, and "Wishing" (lower grades), page 221.

The pupils should be permitted to formulate other related topics based upon their own experiences out-of-doors, and upon reading. Much valuable training

will result from committee work and class discussion in advance of the program.

There should be frequently injected into the discussion such questions as: Who will tell of a trip through Yellowstone Park? How many of you went on long automobile trips last summer? Do you recall any startling adventures while on a trip or while camping? What might have been done to add to the success of your vacation last summer? Were there any bad accidents? Could these have been avoided? How many of you had had first aid training?

Were there any great forest fires last fall? How did they start? What damage did they do?

Do you know what you want to do this summer? Would it help your plans to have a class program on "Vacation Out-of-Doors." As a follow up to the program would you like to prepare three or four "Vacation Guide Books"?

RECREATION IN NATIONAL FORESTS

TO THE CAMPER, sportsman, and seeker after health, rest, and recreation, the National Forests offer unrivaled opportunities for outdoor life and enjoyment. The popularity of these great mountain playgrounds is evidenced by the fact that several million people visit them each year. Roads and trails, marked by signs, make the Forests reasonably accessible. There are countless secluded spots along the banks of streams and lakes where the camper may pitch his tent. Camping is free and generally requires no permit. The camper may choose his own camp ground and help himself to dead wood for fuel and to forage for his camp stock. In

localities frequented by large numbers of people "recreation areas" are being established, and log shelters, camp fireplaces, and comfort stations constructed for the convenience of visitors as fast as the funds available permit. Big game is to be found in the more secluded parts of the mountains, and there are many excellent trout streams and lakes, yearly restocked with young fish, which offer keen sport to the angler. The only restrictions are those imposed by the fish and game laws of the States in which the Forests are located, and all that is asked of the visitor is that he look to the *proper sanitation of his camp* and *be careful with fire*.

Many people who visit the National Forests desire to return year after year to the same locality for an annual vacation. To meet this demand Congress, by the act of March 4, 1915, authorized the Secretary of Agriculture to issue term permits to "responsible persons or associations to use and occupy suitable spaces or portions of ground in the National Forests for the construction of summer homes, hotels, stores, or other structures needed for recreation or public convenience, not exceeding five acres to any one person or association."

The Forest Service wishes to accommodate as many people as practicable. For this reason tracts desirable for summer-home purposes, except in unusual instances, are limited to 1 acre or less in area, and term permits run for a period of from 5 to 15 years, with privilege of renewal. Undue crowding between permittees is avoided, and provision is made for those who especially seek isolation and privacy. The annual rental charge for lands occupied for summer homes varies from \$5 to \$25, depending on the location. Detailed information respecting any particular locality or Forest may be secured by addressing the Forest supervisor.

On a few of the smaller Forests no permits for private summer homes are granted because of the limited amount of Government land available and because there are private lands near by which may be leased or purchased. General use, through the

reservation of open camp grounds, is always given first consideration. Special use by individuals who pay rental has been made secondary to the needs of the public.

SPECIAL USES OF NATIONAL FOREST LAND

PERMISSION TO OCCUPY National Forest land for residential, commercial, or industrial purposes not inimical to the protection and management of the Forest may be secured under special-use permits obtainable upon payment of moderate fees. Full information concerning the tenure of permit, charge per annum, and other details may be secured upon application to either the supervisor or the district forester, both of whom have authority to issue special-use permits.

NATIONAL GAME PRESERVES WITHIN NATIONAL FORESTS

CLOSELY RELATED to the development of recreational facilities is the use of the National Forests as the habitat of fish and game. Wild life adds materially to the enjoyment of the National Forests by the public, and the preservation of game animals, birds, and fish is a public duty. Game protection is one of the regular activities of the field officers of the Forest Service. Cooperation with the State and local authorities in enforcing the game laws has contributed in no small degree toward making the National Forests more attractive to visitors and conserving one of their valuable resources.

THE BATTLE OF THE TREES

Herbert A. Smith

(Published in Cornell Rural School Leaflet, February, 1909, pp. 131-133)

WHEN TREES take possession of any piece of ground, they soon begin to contend with one another for the supply of what they must have to live. No one can understand what forestry is until he has firmly grasped this fact.

The best time to find out what is hap-

pening among the trees is in the winter when the branches are leafless. Go into the high woods and look up. You will be surprised to see how nearly the crowns of the trees fill all the space overhead. The large trees have pushed up, struggling to get ahead of each other and to spread

their tops in the light, without which their leaves cannot digest the food necessary for further growth. The lower branches have been shaded off, and the typical forest form of tree has been developed,—long, clean trunk, or upward stretching great branches, with narrow crown lifted high in the air. How different from the same kind of tree grown in the field!

Now we come to a little opening in the overhead cover. Several years ago nature, or man, took out of the forest here one or more of the adult generation and left a hole of some square rods over which is stretched the open sky. Look about a little; here are the stumps. There was no vacant space overhead when these trees were standing in full vigor. Now the spot is thick with flourishing brush. It does not look much like forest growth, but it is.

These whips and bushes are struggling with one another for the light, and, therefore, the place. The bushes spread out their tops and try to choke the whips back, yet some are getting through. Once clear of the shrubs, they will shoot up fast, for then they will be racing with each other, a race for life. As their tops close together the laggards will be cut off. The shade will deepen, the stems thin out through the death of those less fit to survive, the bushes below will succumb until the undergrowth is like that of the rest of the forest. A new generation will have replaced the old.

Yonder is a thicket of saplings. What

story do they tell us? They grow up by twos and threes, or perhaps more, from stumps which tell of the axman's work—a forest of "sprouts" or coppice. Ten years ago the farmer cut his cordwood here, and cut clean. But the trees did not die. They were pruned down to the very roots, yet next spring the great root systems put forth new buds at the root collar, or the edge of the bark, and went to work again. Tiny trees sprung from seed were scattered here and there in the clearing, and entered the race; but their opportunity was small against the sprouts, with the root power of decades behind them. Now the sprouts are racing and fighting with each other. Brothers from the same stump struggle together; some are clear ahead—*dominant*, the forester calls them; some in the thick of the fight—*intermediate*; others still are already hopelessly beaten, overtopped, and pressing ever more feebly towards the everlessening direct light. Their name is suited to them; they are the *suppressed*.

If they are of a tolerant, or shade enduring species, they may nevertheless hold their secondary place, meagerly living for the day when favoring luck may smite down the dominant crown, and let them through to the sun. If they are of intolerant species they will soon be dead trunks.

Turn back, now, to the high woods again. Why this leaning, lopsided tree? Only as it bends and twists can it escape a crowding neighbor, and reach towards the light that comes from one side, where an opening is yet left.

WHY WE NEED FORESTRY

WE ARE probably all agreed that we need and must have forests. But why do we need forestry—have we not enough forests? The answer is that we have *not* enough even now, and we are allowing our forests to be rapidly destroyed by forest fires and destructive methods of logging.

Official Government reports tell us that five-sixths of our original timbered area has been cut over or burned; that three-fifths of the timber we once had is gone, and that we are using up the balance fully four times as fast as it is growing. That is like spending \$12,000 a year with an income of \$3,000. One could not continue

that very long without a large reserve supply in the bank. Our reserve supply of timber is rapidly disappearing.

One forest region after another has been cut over without any provision for keeping the cut-over lands growing new crops of timber. Less than 5 per cent of the virgin forests of New England remain. New York, which led all other States in lumber production in 1850, now has to import about nine-tenths of the lumber she uses. Pennsylvania, the leading lumber State in 1860, now produces less lumber than is used in the Pittsburgh district alone. The immense original pine forests of the Lake States are almost gone. For the last fifteen years we have been getting a large part of our building timber from the Southeastern States, but within ten years they will probably not be able to do more than take care of their own requirements. This means that in the not distant future we shall have to depend upon the forests of the Pacific Coast, which contain half of all our remaining timber. That will obviously mean expensive lumber for most of us, as it costs about as much as the value of the lumber at the mill to ship it across the continent.

More timber should be grown in the Eastern States, where there is great demand for it and where there are millions of acres of land suited only for tree growth but which are entirely idle or producing only a fraction of what they should. If these States are to remain States of wood users and wood-using industries, they must become States of wood growers.

It is estimated that only one-fourth of the volume of a standing tree is used in the finished product, the remaining three-fourths being wasted, either in the woods, in the sawmill, or at the wood-working plant. A large part of this waste can be saved by better methods of logging and manufacture. It is hardly less important to utilize our timber well than to grow it. Therefore, one important step in forestry is to secure better utilization of our timber—in other words, to make one tree serve the purpose for which three or four are now used.

By reducing waste we can make our remaining forests last longer, but we should not attempt to conserve our forests by trying to use less wood than we really need. To do so would be attacking the problem at the wrong end—like trying to save food by going hungry. The exhaustion of our timber supply is occurring, not because we have used our forests freely so much as because we have failed to make use of land suited for timber growing. The solution is not to use less timber but to produce more.

Further material on this subject is contained in:

"Timber; Mine or Crop?," Department of Agriculture Yearbook Separate 886.

"Forestry and Farm Income," Farmers' Bulletin 1117.

Both these publications may be obtained free by writing the Forest Service, Washington, D. C.

NATIONAL GAME PRESERVES

SPECIAL acts of Congress have designated the following National Game Preserves, situated wholly or in part within National Forests, for the protection of wild life:

Name	Forest	State
Custer State Park		
Game Sanctuary...	Harney.....	So. Dakota
Grand Canyon.....	{Kaibab.....	} Arizona
	Tusayan.....	
Pisgah.....	Pisgah.....	No. Carolina
Wichita.....	Wichita.....	Oklahoma

SILENT READING IN THE FIRST GRADE

CLARENCE R. STONE

San Diego, California

ONE OF THE MOST INTERESTING developments in the teaching of reading during the last ten years has been the gradual recognition of the fundamental importance of the silent-reading method during the initial period of reading instruction. Just ten years ago, the writer as a representative of the Reading Committee of the Public Schools of St. Louis sent a questionnaire to a number of leading educators including several well-known educational psychologists specially interested in reading. One of the questions asked for an opinion as to the relative time or emphasis that should be given to oral and to silent reading in the different grades. Some who favored a very large emphasis on silent reading in the middle grades gave it no place in the first grade. The maximum per cent of the program reading time suggested for silent reading in the first grade was twenty per cent. Up to within the last few years, the methodology given in the manuals of all first grade reading texts has been that of an oral-reading method.

The recently published "Report of the National Reading Committee" contains the following recommendation:

These facts justify the conclusion that pupils should be taught from the beginning to read both orally and silently. As a rule, approximately equal amounts of class time should be devoted to each type of reading, silent and oral, in the first grade. This will result in much more silent than oral reading when all reading activities are considered. However, teachers who note the progress of pupils will find frequent justification for departing

for a period of time from this general recommendation.

There are now available five silent-reading textbooks for the upper first grade, each having an accompanying methodology which excludes the usual consecutive oral reading. There is also now available upon the market a considerable amount of materials in the form of flash cards, practice exercises, and seat-work materials. Thus we see in the theory of experts, in the practice in progressive schools, and in the commercial materials, the present day recognition of the fundamental importance of silent reading in the first grade.

In order to understand the chief advantage and objective in the silent-reading method in the first grade, it is necessary to understand the essential differences between oral reading and silent reading in the early stage of learning to read.

In the immature stage of the first grade, the pupil by oral reading attaches meaning to the visual symbol through the intermediary of a known oral symbol. In silent reading the pupil attaches meaning directly to the visual symbol. For a detailed illustrated explanation of this difference see the quotation from Professor Suzallo on page 34 of "Silent and Oral Reading."¹ The oral-reading method as usually used in teaching children to read tends to focus attention upon the pronunciation of words rather than upon the recognition of meanings. In practice it too often degenerates into a word-calling exercise. A silent-reading method is more likely to develop facility and power in recognizing meanings than an oral-reading method as

¹ Stone, Clarence R.; *Silent and Oral Reading*; Houghton, Mifflin Company.

silent reading lays the chief emphasis on getting meanings.

In the lower grades oral reading has certain distinct values in developing facility in word recognition and proper eye-movement habits. A relatively high first grade oral-reading rate is a satisfactory rate for all practical silent-reading purposes of pupils in this stage of development. The inadequacy of the oral-reading method is in relation to comprehension. We can tell by the oral-reading whether the child recognizes the words, whether there is regularity in his eye movements and whether he is a slow or fast reader. But we cannot tell from the oral reading much about his comprehensions of the meaning of the material read. Herein lies the main advantage of the training exercises in silent reading. In these exercises it is possible to provide a variety of types of checks on the comprehension and through the use of these exercises develop power of comprehension.

In the middle grades, the silent-reading method is distinctly superior to the oral method in rate development because the desirable silent-reading rate is far above that of the oral rate, and rate development becomes one of the main objectives. Likewise training in ability to recognize the organization of reading material, training in the best methods of fixing and retaining in memory the main points of reading matter, and securing information through reading in the common conception of the term information, belong to a later stage of development. In the first grade, the one main objective in training in silent reading is to develop power of comprehension to insure that this power keeps pace with the development of word recognition and pronunciation in oral reading. This does not mean that rate in silent reading is not of importance. As a matter of fact comprehension exercises based upon activities that appeal strongly to pupils have a tendency to increase the rate.

Of course an important aim of reading

in the first grade as well as in other grades is the extension of the child's experience. Considerable amounts of both oral and silent reading should be done for the content and experiential values. The National Reading Committee has recommended that provision be made for the reading of at least twelve books under supervision during the first year and that provision be made for the independent reading by each pupil of at least ten interesting books at home or at the library table.

The objectives in wide reading are the enrichment and extension of experience, the development of permanent interests in reading and, as a by-product, the development of power in reading. Not all but a considerable percentage of our pupils need specialized training in silent reading. We will now consider the teaching technique and appropriate materials for these specialized training lessons in silent reading.

Since these lessons in silent reading in the first grade are for developing power of comprehension rather than for experiential or informational reading, the content should be selected and organized so as to be adapted to advantageous procedures in teaching. One of the main problems in training in silent reading is the problem of responses that provide an adequate check upon the child's comprehension based upon activities that make a strong appeal to the pupils. We will now consider somewhat in detail a number of types of exercises classified according to responses.

I. *Silent-Reading Lessons Based Upon Action Responses*

ALL PROGRESSIVE TEACHERS of first grade reading now make use of silent-reading exercises based upon the action response. In some cases the action word, phrase, or sentence is written on the blackboard and in some cases printed upon cards by means of a rubber stamp printing outfit. The Plymouth Press of Chicago provides a considerable variety of

ready made silent-reading exercises of this type at reasonable prices. A simple lesson of this type involves the use of such action words as *run, hop, walk, fly, jump, draw, point, throw*, etc., each printed upon a separate card. As the card is exposed a child gives the action response. In order that we may be sure that the blackboard and chart reading carry over to the smaller print of the book it is advisable to have action exercises in first grade silent-reading textbooks. In addition, experimentation in the classroom shows that while the blackboard and chart reading has certain advantages over the book reading, there are also special advantages in book reading of action exercises. It is not economical to provide the variety and amount of such reading matter as can be used to advantage except in book form. The following is a sample lesson taken from a recently published silent-reading textbook.²

Playing Soldier

1. A big girl will get the flag.
2. A little boy will get the bugle.
3. A big boy will get the drum.
4. The girl with the flag will march in front.
5. The boy with the drum will march behind her.
6. The boy with the bugle will come next.
7. The other children will march behind these children.
8. When the teacher says "March," all will march.

II. Silent-Reading Lessons Based Upon Matching Responses

ANOTHER TYPE OF EXERCISE that can be used to good advantage is that based upon the matching response. One of the simplest of these involves the matching of color cards with word cards containing the names of the colors. Another involves the matching of pictures with cor-

responding, naming words on cards. One silent-reading textbook contains a lesson involving the matching of safety rules with pictures illustrating those rules. Another first grade silent-reading textbook³ contains forty-six exercises involving the use of the matching exercise. The following sentences are printed in the lower half of the page in one of these exercises:

- I will make you cool.
- I want a nice fat worm.
- I grew in the garden.
- I am very tall.
- I live in the water.
- You need me when it rains.

In the upper half of the page is a small picture of each of the six objects with the naming word printed nearby it. In other exercises of this type, the pictures in the upper half of the page are numbered and the child matches the sentences and the pictures by giving the picture number for the sentence.

III. Silent-Reading Lessons With Manual Responses of Drawing, Cutting and Constructing

PRIMARY TEACHERS now commonly write sentences on the blackboard to be illustrated by the pupils by means of drawing, cutting, and constructing. Likewise printed cards can be used to good advantage. One publishing company has issued a 36-page series of practice exercises using the color response as the check upon the child's comprehension of the reading matter. At the top of each page is an outline drawing to be colored by the child to conform to the reading matter. One advantage of having exercises based upon responses of drawing, cutting, and constructing in a book designed for training in silent reading is that suggestive illustrations may be provided. The following is a cutting and coloring lesson from a silent reading textbook having suggestive illustrations at the top of the page.

²Stone's *Silent Reading, Book I*. Houghton, Mifflin Company.

³*Thought and Test Readers, First Grade*. University Publishing Company.

Cutting Out Toys²

1. Cut out a top.
Color it brown.
2. Cut out a kite.
Color it orange and black.
3. Cut out a horn.
Color it yellow.
4. Cut out a drum.
Color it brown and red.
5. Cut out a hoop.
Color one side blue.
Color the other side green.

IV. *Silent-Reading Lessons Based Upon
Responses to Questions*

IT WILL BE NOTED that the content of the following exercise from still another silent-reading text consists of questions and that the response is a telling response.

Things To Tell³

- What is your name?
How old are you?
Where do you live?
What is your telephone number?

Have you a brother?
Have you a sister?
What is your father's name?
What is your mother's name?

Do you like to go to school?
To what school do you go?
What is your teacher's name?

Can you write your name?
Can you read a book?

The following lesson involves reading and answering questions that extend the child's thinking:

A Polite Girl⁴

The polite girls says these things.

1. Good morning.
2. I thank you.
3. Please.
4. Good night.
5. You are welcome.

Mary and Her Teacher

On the way to school one morning, Mary met her teacher.

What do you think Mary said to her?

Mary's teacher had many books.
She wanted Mary to help carry them.
What did the teacher say?

When they reached school, Mary gave the books to her teacher.

What did the teacher say to Mary?
What did Mary say?

When Mary was ready to go home, what did she say to her teacher?

V. *Silent-Reading Lessons Based Upon
the Riddle Type of Response*

THE FOLLOWING IS A SAMPLE of a training lesson based upon the riddle type of response:

What Am I?⁵

1. I am little.
I am round.
I grow on a tree.
Birds like to eat me.
2. I am red.
I sing a song.
I build a nest.
3. I am blue.
I grow in the garden.
You like to pick me.

VI. *Other Types of Training Lesson*

OTHER TYPES of training lessons are those based upon a response of two alternatives such as "Yes or No" and "False or True," and those based upon the multiple-choice of response involving the selection of a correct answer from several listed answers.

Finally there is the comprehension check by means of the completion exercise. This is illustrated by the following taken from a manual in which it is given for use as a check on the comprehension of a unit of reading matter.

²Stone's *Silent Reading*, Book I. Houghton, Mifflin.

⁴The *Learn to Study Readers*, Book I. By Maud McBroom and Ernest Horn. Ginn and Company.

1. I can answer the
2. I helped mother and in this way.
3. After the bell rings I take the off the hook.
4. Someone may wish to to my mother.
5. Someone may wish to to my father.
6. If someone gives me a message I try to it.
7. I give the to my mother.
8. If someone leaves a number, I write it on a of paper.

preciate this danger. Since there are so many effective checks we can easily do without the completion exercise except where it is needed in a standardized test.

The following lesson is an illustration of the use of several types of responses in connection with the same content material.

*Playing Jack-Be-Nimble*²

1. Play Jack-be-nimble.
2. Choose three children.
3. Each one will do what Jack did.

1. Were they all nimble and quick?
2. Which one did you like best?

1. Cut out a candlestick.
2. Cut out Jack jumping.
3. Put him over the candlestick.

² Stone's *Silent Reading, Book I.* Houghton, Mifflin.

EDITOR'S NOTE: This article is the first of a series by Mr. Stone. The next paper will be upon "Silent Reading in Grades II and III." Other articles will follow.

UNDER THE GREENWOOD TREE

From As You Like It

William Shakespeare

UNDER the greenwood tree,
Who loves to lie with me,
And turn his merry note
Unto the sweet bird's throat,
Come hither, come hither, come hither:
Here shall he see
No enemy
But winter and rough weather.

Who doth ambition shun,
And loves to live i' the sun,
Seeking the food he eats,
And pleased with what he gets,
Come hither, come hither, come hither:
Here shall he see
No enemy
But winter and rough weather.

A SPRING LILT

Unknown

Published in the Home Book of Verse.

THROUGH the silver mist
Of the blossom-spray
Trill the orioles: list
To their joyous lay!

"What in all the world, in all the world,"
they say,

"Is half so sweet, so sweet, is half so sweet
as May?"

"June! June! June!"

Low croon
The brown bees in the clover.
"Sweet! Sweet! Sweet!"
Repeat
The robins, nested over.

EDITORIALS

ONE PERFECTLY DEFINITE JOB FOR THE ENGLISH TEACHER

UNCLE SAM is put to great inconvenience and great expense in handling letters unsatisfactorily addressed. If the elementary schools teach the 21,000,000 children in the United States to prepare envelopes and packages correctly for the mails they will relieve Uncle Sam of a tremendous waste of time and money.

The Information Service of the Postoffice Department states:

That 21,000,000 letters went to the Dead Letter Office last year.

That 803,000 parcels did likewise.

That 100,000 letters go into the mails annually in perfectly blank envelopes.

That \$55,000.00 in cash is removed annually from misdirected envelopes.

That \$12,000.00 in postage stamps is found in similar fashion.

That \$3,000,000.00 in checks, drafts and money orders never reached intended owners last year.

That Uncle Sam collects \$92,000.00 a year postage for the return of mail sent to the Dead Letter Office.

That it costs Uncle Sam \$1,740,000.00 yearly to look up addresses on misdirected mail.

That 200,000,000 letters are given this service each year.

That 21,000,000 misdirected envelopes last year had no return address.

That it costs New York City alone \$500.00 daily to look after poorly directed envelopes.

That in Chicago alone, 400 workers do nothing but handle misdirected or poorly directed envelopes.

That this vast sum could be saved and the Dead Letter Office abolished:

1. If each piece of mail carried a return address, and

2. If each parcel was wrapped in stout paper and tied with strong cord.

The English teacher should train the children

1. To write the return address on each letter or parcel mailed,

2. To wrap parcels in stout paper, tied with strong cord,

3. To direct envelopes and parcels legibly and accurately.

AN ADVANCE IN SUBSCRIPTION RATE

IN ORDER TO MAINTAIN the present high editorial standards of THE REVIEW it will be necessary to advance the subscription rate, next school term, from \$2.00 to \$2.50. The development of THE REVIEW in both size and content is contemplated.

BALANCING ACCOUNTS

TO MAKE GOOD the omission of the October REVIEW last fall, the subscription date for each subscriber concerned has been set forward one month. Every subscriber will thus receive his quota of ten numbers.

THE EMPHASIS ON ISOLATION

INDIVIDUALIZED INSTRUCTION appears to be a paradox. Its proponents set out to free the individual from the lock-step of the class-system by fettering him to series of artificial goals. His formal education becomes a new kind of goose-step, as he marches in splendid isolation to the cadence of standard tests. His individualization is one thing, his socialization another. Part of the time he is individualized, part of the time socialized. He is taught to write individually with the expectation that later he will somehow write with social sense and poise.

So it is with each tediously acquired convention or skill,—to use it satisfactorily

at higher levels of human experience he must lift himself by his social bootstraps. He must acquire all his formal skills and seek his fill of formal learning on the dead level of individual experience. Socialization in his school life is made quite another matter, a series of special stunts entirely different from his *individualized instruction*.

The assumption seems to be that a choice must be made in school life between individualization and socialization, and that without individualized instruction the personal welfare of individual children must suffer.

Socialization, however, should in no sense imply the destruction of the personal interests of individual children in school. It cannot be assumed, either, that individualized instruction guarantees the successful educational treatment of individual differences and interests. Past experience does not support the assumption; present day experimentation leaves it still in doubt.

Socialization, on the other hand, insures first of all the distinguishing of personalities, for there can be, in no sense of the word, effective socialization without an intelligent recognition of the personalities that make up the classroom groups.

The nurturing of the individual personality in a social atmosphere is one of the foremost laws of socialization, and cannot certainly be regarded as inconsistent with the good of the individual. Socialization in the very nature of things means attention to *individual differences* and to individual needs, for there can be no social growth without the satisfactory development of the individuals of society.

The best methods of socialization deal with the children both individually and severally. Their very personal needs are of great moment, as are also the needs and welfare of society. The socialization of education means neither more nor less than the harmonizing of individual and social wellbeing.

WISHING

William Allingham (1824-1889)

RING-TING! I wish I were a Primrose,

A bright yellow Primrose, blowing in the Spring!

The stooping bough above me,
The wandering bee to love me,
The fern and moss to creep across,
And the Elm tree for our King!

Nay,—stay! I wish I were an Elm tree,
A great lofty Elm tree, with green leaves gay!

The winds would set them dancing,
The sun and moonshine glance in,
The Birds would house among the boughs,

And sweetly sing!

O—no! I wish I were a Robin,
A Robin or a little Wren, everywhere to go;

Through forest, field, or garden,
And ask no leave or pardon,
Till Winter comes with icy thumbs
To ruffle up our wing.

Well—tell! Where should I fly to,
Where go to sleep in the dark wood or dell?
Before a day was over,
Home comes the rover,
For Mother's kiss,—sweeter this
Than any other thing!

REVIEWS AND ABSTRACTS

ONE HUNDRED WAYS OF TEACHING SILENT READING. By Nila Banton Smith. Yonkers-on-the-Hudson, New York. World Book Company. 1925.

Readers of THE ELEMENTARY ENGLISH REVIEW will welcome the little book, "One Hundred Ways of Teaching Silent Reading," by Nila Banton Smith whose article on "A New Method of Teaching Beginning Reading" appeared in the March number of this journal. In this book, however, Miss Smith does not confine herself to beginning reading but offers to the teachers of grades one through eight an abundance of practical ways of solving various problems of silent reading, in fact, just one hundred ways that she has tried out and proved in her work as supervisor of research in Detroit.

All her devices are designed to develop certain reading abilities and are organized, accordingly, under the headings Speed, Comprehension, Selection, Organization, Retention, and Skimming; so that the busy teacher has but to select the device best suited to her need in solving reading problems.

The beginning teacher will find here a splendid variety of vital exercises, carefully graded, that will help her put a sound theory into practice. The more experienced teacher will be stimulated to build up one hundred ways of her own with this collection as her guide to secure proper written, oral, and action responses. As for the child, he is bound to work with enthusiasm, for this is purposeful reading from his point of view, whether he is learning rules to play a game, guessing or making riddles, making original drawings, checking on his own improvement or that of his group, planning a dramatization for a critical audience of small persons like himself, or indulging in a bit of research work in geography or history on his own account.

The first of the one hundred exercises given, chances to be called a Treasure Box. It seems to us that this is a most fitting title for the entire collection.

Monica Evans.

THE SOCIAL OBJECTIVES OF SCHOOL ENGLISH. By Charles S. Pendleton. Published by the author. George Peabody College for Teachers, Nashville, Tenn., 1924. Pp. 225. \$2.25. C. S. Pendleton's doctoral thesis attempts

the impossible task of collecting and evaluating the objectives of school English. From all available sources Dr. Pendleton collected statements of these objectives, and found 1,581 distinguishably different ones. Even when this number has been discounted for over-nice distinctions, it is surprisingly large.

These 1,581 objectives were then rated by 50 judges as I, of greatest importance; II, of great importance, but not the very greatest; III, important for some persons—not for all; IV, should be attended to—not negligible but not notably important; V, negligible or objectionable; VI, unclassifiable.

The results are surprising, astounding, disquieting. More than one thousand of these aims were marked as essential by 25 per cent of the judges. And the most approved aim is considered essential by only 88 per cent of these same judges. Even with all possible allowances for overlapping of these aims, it seems incredible that one thousand of them should be placed in Rank I by 25 per cent of the teachers of English. (The investigator shows with reasonable certainty that the results would have been practically the same if the whole profession had been consulted.) Of the judges who passed upon the whole list, no one ranked less than 72 objectives as essential, and one so ranked 1,214 of them. From 72 to 1,214 targets for each teacher!

The aim which receives the highest vote as "of greatest importance" is "the ability to spell correctly, without hesitation, all the ordinary words of one's writing vocabulary." The most popular literature objective—"the habit of reading for enjoyment literature of the better sort"—stands only eighth on the list, immediately below "the ability to capitalize speedily and accurately in one's writing." Other verdicts are equally disquieting.

These statistics certainly do not indicate the true relative importance of these aims of English teaching. There are two possible sources of error. (1) The theory that the aims which were ranked by most individual judges as "of greatest importance" are really considered most important by the group as a whole may be unsound. The probability is that the number of such rankings is not a perfect index of group opinion but that it is roughly correct measure. (2) The teachers may be wrong in their judgments.

That the latter possibility is the chief explanation of the surprising showing there can be little doubt. Leaders of teachers—those who make courses of study and supervise instruction—should be thankful for Dr. Pendleton's revelation of the state of affairs, and should apply vigorous corrective measures at once. The profession has been given a gi-

gant "objective examination" of the multiple answer type, and has made a pathetic showing.

There are many minor interesting features of the Pendleton exhibit which cannot be mentioned because of lack of space.

W. Wilbur Hatfield,
Chicago Normal College.

FROM THE PERIODICALS

CURRICULUM REVISION: HOW A PARTICULAR CITY MAY ATTACK THE PROBLEM—The Denver program of curriculum revision, with which this article is concerned, is carried out by members of the teaching corps. These teachers work in "subject-matter committees." There is a committee for each subject in elementary, junior high and high school. Three "central organization committees" have charge of constants in high school, organization of program of studies, classification and guidance. Committees work on school time. The deputy superintendent is in direct charge of the work, specialists are engaged for the immediate supervision of committee work, and authorities from all over the country are called upon for advice and consultation.—A. L. Threlkeld, *The Elementary School Journal* (April, 1925). Page 573.

IMPROVING INSTRUCTION IN READING—For three years the State of Maryland has carried on a program of improvement of reading in the elementary schools. A small group in each county was trained in the technique of testing, and every child in the elementary schools was tested in reading ability. The State Department of Education furnished county supervisors with suggestions for the improvement of children's reading. Teachers studied the causes for failure in reading ability at their county meetings, and agreed upon goals. In some cases demonstration lessons were given. Seven months later, tests showed that a great advance had been made among the children in their ability to read.—I. Jewell Simpson and Bessie C. Stern, *The Elementary School Journal* (April, 1925). Page 594.

THE BRAVE OLD OAK

Henry Fothergill Chorley

A SONG to the oak, the brave old oak,
Who hath ruled in the greenwood
long;
Here's health and renown to his broad
green crown,
And his fifty arms so strong.
There's fear in his frown when the sun
goes down,
And the fire in the west fades out;
And he showeth his might on a wild
midnight,
When the storms through his branches
shout.
Then here's to the oak, the brave old oak,
Who stands in his pride alone;
And still flourish he, a hale green tree,
When a hundred years are gone!
In the days of old, when the spring with
gold

Had brightened his branches gray,
Through the grass at his feet crept maidens
sweet
To gather the dew of May.
And on that day to the rebeck gay
They froklicked with lovesome swains;
They are gone, they are dead, in the
churchyard laid,
But the tree it still remains.
He saw the rare times when the Christmas
chimes
Were a merry sound to hear,
When the squire's wide hall and the
cottage small
Were filled with good English cheer.
Now gold hath sway we all obey,
And a ruthless king is he;
But he never shall send our ancient friend
To be tossed on the stormy sea.

AMONG THE PUBLISHERS

1925

THE MAKE-IT-UP STORY BOOK. By Cornelia Adams. Illustrated by Cornelia Adams. New York, Robert M. McBride.

THE CRICKET OF CARADOR. By Joseph Alger and Ogden Nash. New York, Doubleday, Page.

THE GANG. By Joseph Anthony. New York, Henry Holt.

THE PATHWAY TO READING: Primer and First Reader. By Bessie B. Coleman, Willis L. Uhl, and James F. Hosic. Illustrated by Maud and Miska Petersham. New York, Silver, Burdett.

METROPOLITAN NEW YORK. By Hubert R. Cornish and Joseph T. Griffin. Illustrated from photographs. New York, D. C. Heath.

MODERN READINGS: Grades Five and Six. By James W. Davis. New York, D. C. Heath.

PETER AND PRUE. By Mary Dickerson Donahay. Chicago, Rand McNally.

EUROPE: New Progressive Series of Geographies Developed According to the Problem Method, Volume Three. By Harold W. Fairbanks. San Francisco, Harr Wagner.

THE FIELD FOURTH READER. By Walter Taylor Field. New York, Ginn and Company.

LEARN TO STUDY READERS: Book Three. By Ernest Horn and Maude McBroom. Illustrated in Colors. New York, Ginn and Company.

THE HAPPY CHILDREN READERS: Books One and Two. By Mary E. Pennell and Alice M. Cusak. New York, Ginn and Company.

WIDE-OPEN-EYE. By Nina Purdy. New York, Doubleday, Page.

THAT'S THAT! By Beth A. Retner. New York, Doubleday Page.

THE STORY OF HUMAN PROGRESS. Illustrated in Black and White. New York, Macmillan.

THE MYSTERIOUS TUTOR. By Gladys Blake. New York City, D. Appleton and Co.

THE HEALTH GAME. By R. Katherine Beeson. Indianapolis, The Bobbs, Merrill Co.

PARTIES FOR OCCASIONS. By Clair Wallis and Nellie Ryder Gates. New York, Century.

THE INDIAN CANOE. By Russell D. Smith. New York, Century.

LEND A HAND. By Andrew W. Edson and Mary E. Laing. Chicago, Benj. H. Sanborn Co.

PINE TREE PLAYMATES. By Mary Frances Blaisdell. Chicago, Benj. H. Sanborn Co.

BOOKS FOR TEACHERS—1925

LITERATURE IN THE SCHOOLS. By Marion Agnes Dogherty. Boston, Little, Brown.

PROGRESSIVE COMPOSITION. By Frances M. Perry. Yonkers-on-Hudson, World Book Company.

ONE HUNDRED WAYS OF TEACHING SILENT READING. By Nila Banton Smith. Yonkers-on-Hudson, World Book Company.

THE FUNDAMENTALS OF STATISTICS. By L. L. Thurstone. New York, Macmillan.

ENGLISH EVIDENCE. By C. H. Ward. New York, Scott Foresman.

1924

THE ELFIN PEDDLER AND TALES TOLD BY PIXIE POOL. By Helen Douglas Adam. New York, G. P. Putnam's Sons.

THE CHILDREN'S POETS. By Walter Barnes. Yonkers-on-Hudson, World Book Company.

MARY GAY STORIES. By Stella Boothe and Olive I. Carter. Yonkers-on-Hudson, World Book Company.

CARPENTER'S NEW GEOGRAPHICAL READERS: Europe, North America, South America, Asia, Africa. By Frank G. Carpenter. New York, American Book Company.

ALICE IN WONDERLAND, Through the Looking Glass, The Hunting of the Snark (The Modern Library). By Lewis Carroll. New York, Boni and Liveright.

CHILD LIBRARY READERS: Book Three. By William H. Elson and Edna R. Kelly. Illustrated in Colors by L. Kate Deal. New York, Scott Foresman.

FIFTY NEW POEMS FOR CHILDREN: An Anthology. New York, D. Appleton.

CIRCUS ANIMALS: How the Animals Came to the Circus. By Elizabeth Gale. Illustrated by Warner Carr and Donn P. Crane. Chicago, Rand McNally.

MODERN ENGLISH SERIES: Books Two, Three and Four. By William E. Grady and John E. Wade. New York, Longmans, Green and Company.

DANDIE: The Tale of a Yellow Cat. By Florence Hungerford. Pictures by Ella Dolbear Lee. Chicago, Rand McNally.

WHITE SOX: Animal Life Series. By William T. Lopp. Yonkers-on-Hudson, World Book Company.

FRONTIER LAW. By William J. McConnell and Howard R. Driggs. Yonkers-on-Hudson, World Book Company.

THE HERE AND NOW PRIMER: Home From the Country. By Lucy Sprague Mitchell. New York, E. P. Dutton.

NICHOLAS: A Manhattan Christmas Story. By Anne Carroll Moore. New York, G. P. Putnam's Sons.

PACIFIC HISTORY STORIES. San Francisco, Harr Wagner.

JEAN'S WINTER WITH THE WARNERS. By Christine W. Parmenter. Chicago, Rand, McNally.

STORIES OF BIRD LIFE. By T. Gilbert Pearson. Yonkers-on-Hudson, World Book Company.

JINGLES: A Reader for Beginners. By Alice Rose Power. San Francisco, Harr Wagner.

A CHILD'S BOOK OF MYTHS. By Margaret Evans Price. Chicago, Rand McNally.

SPEAKING AND WRITING ENGLISH: Fourth Grade. By Bernard M. Sheridan, Clare Kleiser, and Anna L. Mathews. New York, Benjamin H. Sanborn.

ALDINE FIRST AND SECOND LANGUAGE BOOKS. By Frank E. Spaulding and Catherine T. Bryce. New York, Newson and Company.

ALDINE LANGUAGE METHODS BOOKS, First and Second. By Frank E. Spaulding and Catherine T. Bryce. New York, Newson and Company.

JORLI: The Story of a Swiss Boy. By Johanna Spyri. New York, Benjamin H. Sanborn.

THE MODERN SCHOOL READERS: Primer and Book One. By Ruth Thompson, Harry Bruce Wilson, and G. M. Wilson. San Francisco, Harr Wagner.

THE LAND OF EVANGELINE. By J. Earl Thomson. Illustrated. New York, D. C. Heath.

COTTON. By Edna Turpin. New York, American Book Company.

ANT VENTURES. By Blanche Elizabeth Wade. Chicago, Rand McNally.

THE LITTLE BOOKSHELF. By Grace Conklin Williams. Chicago, Rand McNally.

PUSSY WILLOW'S NAUGHTY KITTENS. By Lillian E. Young. Illustrated. New York, Funk and Wagnalls.

BOOKS FOR TEACHERS—1924

AN INTRODUCTION TO TEACHING. By William C. Bagley and John A. H. Keigh. New York, Macmillan.

THE NORMAL MIND. By William H. Burnham. New York, D. Appleton.

THE IMPROVEMENT OF TEACHING. By George E. Freeland. New York, Macmillan.

PERSONALITY AND SOCIAL ADJUSTMENT. By Ernest R. Groves. New York, Longmans, Green.

THE PROJECT METHOD IN CLASSROOM WORK. By E. A. Hotchkiss. New York, Ginn and Company.

THE JONES COMPLETE COURSE IN SPELLING. By Franklin Jones. Chicago, Hall and McReary.

HOW TO TEACH READING. By Mary E. Pennell and Alice M. Cusak. New York, Houghton.

PRACTICAL PROJECTS, PLAYS AND GAMES FOR PRIMARY TEACHERS. By Gail Calmerton. Chicago, Beckley-Cardy Co.

PRIMARY GAMES TO TEACH PHONETICS. By Anna Sample. Chicago, Beckley-Cardy Co.

DEVICES AND DIVERSIONS FOR VITALIZING TEACHING IN INTERMEDIATE AND GRAMMAR GRADES. By A. G. Deming. Chicago, Beckley-Cardy Co.

EXPERIMENTAL PRACTICE IN THE CITY AND COUNTRY SCHOOLS. By Caroline Pratt. Illustrated by Alice Chubb Robus. New York, E. P. Dutton.

PROGRESSIVE METHODS OF TEACHING. By Martin J. Stormzand. New York, Houghton.

THE MATERIALS OF READING. By Willis L. Uhl. New York, Silver, Burdett.

MODERN METHODS IN TEACHING. By Harry B. Wilson, George C. Kyte, and Herbert G. Lull. New York, Silver, Burdett.

Before 1924

THE JINGLE PRIMER. By Clara L. Brown and Carolyn S. Bailey. New York, American Book Company, 1906.

CONSTRUCTIVE ENGLISH. By Francis K. Ball. Ginn and Company, 1923.

STORY HOUR READERS, REVISED: Primer, Books One, Two, and Three. By Ida Coe and Alice Christie Dillon. New York, American Book Company, 1923.

THE THREE OF SALU (In Children of the World Series). By Carol Della Chiesa. Yonkers-on-Hudson, World Book Company, 1923.

THE LITTLE GRAMMAR. By F. A. Cross. Boston, Atlantic Monthly Press, 1923.

JUNIOR ENGLISH COURSE. By P. H. Deffendall. Boston, Little, Brown, 1923.

STORIES OF THE VIKINGS. By Maurice Dunlap. Indianapolis, Bobbs, Merrill, 1923.

PLAYTIME STORIES. By Agnes Dunlop and Robinson G. Jones. New York, American Book Company, 1921.

VERSE OF OUR DAY. By Margery Gordon and Marie B. King. New York, D. Appleton, 1923.

PRIMER, FIRST AND SECOND READERS. By Walter L. Harvey and Melvin Hix. New York, Longmans, Green, 1922.

SHOP TALK

A REPORT OF PROGRESS*

To Members of the Committee on Essentials:

By way of summary of the work to date, I submit the following items in the work of the Essentials Committee:

1. Miss Camenish's study of the appearance and non-appearance of our "twenty-one points," (see *ELEMENTARY ENGLISH REVIEW* for June, 1924) in grade and high school, and of common elements in such courses, is practically finished, and we hope will appear in an early issue of the *English Journal*. For the present this inquiry will not be pursued into the region of texts, as Miss Camenish has demonstrated as fully as need be the necessity of such a determination of essentials as we have embarked upon.

2. My own study and validation of tests in matters of form is about ready for publication and will also be summarized in the *English Journal*. Briefly, it has shown the actual frequency of occurrence in tests of some twenty-six errors, and has demonstrated the difference in effect when errors are presented to pupils as alternatives or as errors to be corrected and when the same matters are presented in a completion test. A preliminary study of the comparative effect of eight weeks' attention to one form in grades two through nine appears to show that postponing attention to an error does no harm, but that an optimum place of attack can be selected.

A study of great potential interest on the comparative heinousness of commonly corrected forms as assessed by special students of the subject and, again by a general lot of teachers, editors, and the like, is being undertaken and promises to show interesting results.

The Minnesota Minimum Requirement Contest directed by Miss Inglis and reported in *Tri-State English Notes* for January, 1925, is going to give a great deal of information on errors and on possibilities of eradication. These tests are in process of standardization and may be got from Miss Inglis. Two important references are W. J. Osburn's *What and When in Grammar in Terms of Usage* (Department of Public Instruction, Madison, Wisconsin, gratis) and Stormzand and O'Shea's *How Much English Grammar?* (Warwick and York, 1924) which I am reviewing for the *Journal*. The data are very useful,

but the conclusions need particularly careful and attentive checking.

3. Mr. Moffett is collecting themes of various types from grades and high school, to be analyzed for sentence structure according to the scheme determined at the meeting a year ago. A study paralleling this is under way, directed by Professor W. S. Guiler, Miami University, Oxford, Ohio, and a thesis is being written on one phase of the same subject—the difference in types of sentence and in coherence of statement in various types of composition in the Department of Education at the University of Wisconsin. The school survey of Racine, Wisconsin, directed by Professor A. S. Barr here, will enable us to get all the material of this kind which we want for analysis. These same themes will also serve as material for study of organization, of effects of type of assignment, and the like. Themes on a number of practical subjects suggested in Dr. Bobbitt's latest book on the curriculum have already been analyzed for vocabulary by a graduate student working with Dr. Ernest Horn at Iowa University and will no doubt be available for our use in this study.

4. Dr. Miles' preliminary study of the correlation between reading and success in other school subjects has been published. (In *Studies in Education*, Vol I, World Book Company, 1925.) The results are highly significant and also entertaining; the low correlations, especially with civics and history, seem to give a picture of how these subjects are taught in many schools. Dr. Miles is also forwarding the work of Mr. Irion, a graduate student at Teachers College, who under the guidance of Professor Gates is finding out the causes of reading difficulties in the ninth grade and how to deal with these. This is a project of the greatest importance.

5. Professor Ralph P. Boas, Associate Professor of English, Mount Holyoke College, has agreed to work in the literature division of the Committee and will welcome the help of collaborators on various phases of that subject.

The tests prepared by Miss McCoy and Miss Logassa of the University of Chicago High School, reported upon at the St. Louis meeting of the committee, promise to develop

* The Committee on Essentials—National Council of Teachers of English.

material of great interest to the literature sub-committee. These are being given some testing at the University of Wisconsin and the University of Michigan and are now published in preliminary form by the Public School Publishing Company.

6. A project of considerable interest upon which a number of students are working at the University of Wisconsin and the University of Missouri is an extension of Dr. Lorimer Cavins' thesis on the understanding of a reading selection by grade-school pupils.¹ Dr. Cavins investigated particularly children's grasp of the central idea of a selection and their ability to answer simple interpretive—not memory—questions. He found selections placed on the average two

grades too low. It is hoped that out of the preliminary studies now being made, we shall be able similarly to find whether classics commonly read in certain years of the high school are or are not understood there. This will lead also to gathering information on how these are successfully and how unsuccessfully taught for purposes of understanding and appreciation. If this study can be properly combined with an examination of the attitude of pupils toward the literary selections, somewhat on the line of the survey of children's outside reading now being carried on from Winnetka,² we shall perhaps have all the facts we need on the actual results of teaching literature in the high school today.

STERLING ANDRUS LEONARD.

VACATION READING CLUBS

IT IS NOT difficult to interest children in books in the summertime, if parents and teachers plan in advance of the vacation season to make attractive books accessible throughout the summer. In the summer camps of the Boy Scouts, Girl Scouts, and Camp Fire Girls, and the private camps books should be provided for "quiet hours" and for the early evening, when the director reads a story aloud to the group.

For boys and girls who do not go to camp, there should be plenty of books, too, the old favorites which everyone loves to read again and again, and new books on outdoor life, adventure stories and travel books.

A plan which parents and teachers have found helpful in encouraging boys' and girls' reading during the summer, is the vacation reading club organized by a teacher with the cooperation of a librarian or local bookseller. Special book lists are compiled and the school

children who join the club are rewarded if they read and report on a certain number of books during the vacation.

Teachers who are interested in organizing clubs should consult the school librarian, or the head of the children's department in the public library, or request the manager of a local book store to assist in selecting the books. The State Library Commission will also be glad to help in compiling the vacation reading club lists.

"VACATION READING" page 193, and "New Books for Children," page 197, give many helpful suggestions on entertaining and interesting books.

Posters to stimulate interest in vacation reading will be supplied free on request by the National Association of Book Publishers, 25 West 33d Street, New York City.

HELPFUL DOCUMENTS AND REPORTS

The documents, pamphlets, and reports listed below will be found very useful to elementary school teachers of English.

EDUCATIONAL TESTS FOR USE IN ELEMENTARY SCHOOL. Revised. By Charles W. Odell. Educational Research Circular No. 33, December, 1924. Urbana, Illinois. The University of Illinois.

Contains detailed information concerning tests in Composition, Handwriting, Language and Grammar, Reading, Spelling.

AN ANNOTATED BIBLIOGRAPHY DEALING WITH THE CLASSIFICATION AND INSTRUCTION OF PUPILS TO PROVIDE FOR INDIVIDUAL DIFFERENCES. By Chas. W. Odell. University of Illinois Bulletin No. 16, November, 1923. Urbana, Illinois. The University of Illinois. 50 cents.

DETROIT WORD RECOGNITION TEST. By Eliza F. Oglesby. Yonkers-on-the-Hudson, N. Y. The World Book Co.

Especially prepared to measure the reading

¹ Reported by Dr. Rollo Lyman in "What Poetry Shall We Teach in the Grades," *ELEMENTARY ENGLISH REVIEW*, June, 1924.

² Particulars may be obtained from Superintendent Carleton Washburn of the Winnetka Public Schools, Winnetka, Illinois.

ability of pupils of only a few weeks instruction in reading. May also be used in grade two. Norms for the first three grades are furnished.

THE ELEMENTARY SCHOOL PRINCIPALSHIP—A STUDY OF ITS INSTRUCTIONAL AND ADMINISTRATIVE ASPECTS. The Fourth Yearbook of The Department of Elementary School Principals. Washington, D. C., The National Education Association. Price, \$1.50.

The elementary school teacher of English and the school administrator interested in problems relating to the more effective teaching of English will find The Fourth Yearbook of great practical value.

Five chapters relate directly to the teaching of English—

- (1) "The School Assembly as a Stimulus to the Academic Subjects,"
- (2) "The Scientific Selection of School Texts,"
- (3) "An Experiment in Group Activity,"
- (4) "The Boston Plan for Teaching Spelling,"
- (5) "Standardizing Elementary School Libraries,"
- (6) "The Development of Outside Reading of Elementary School Pupils."

REPORT OF THE NATIONAL COMMITTEE ON READING. Part I of the Twenty-fourth Yearbook of the National Society for The Study of Education. Bloomington, Illinois. The Public School Publishing Company.

This report is the most authoritative source of information on the subject of reading at the present time. It is a compilation of the most recent investigations in the field.

There are chapters upon:—

1. Reading Activities in School and in Social Life.
2. Essential Objectives of Instruction in Reading.
3. A Modern Program of Reading Instruction for the Grades and for the High School.
4. The Development of a Meaningful Vocabulary and of Independence in Word Recognition.
5. The Relation of Reading to Content Subjects and Other School Activities.
6. The Relation Between Reading and Literature.
7. Appropriate Materials for Instruction in Reading.—Part I. General Considerations in Selecting Materials for the Course of Study in Reading.—Part II. Recommendations by Periods. Bibliography of Books and Articles on Selecting Reading Materials for Children.
8. Provision for Individual Differences.

9. Reading Tests—Standardized and Informal.

10. Diagnosis and Remedial Work.

11. Ways and Means of Putting an Improved Reading Program in Action.

12. Summary of Outstanding Recommendations and Suggested Problems in Urgent Need of Investigation.

READING IN THE SAINT CLOUD PUBLIC SCHOOLS—GRADES ONE TO SIX, Revised Edition. St. Cloud, Minnesota. The St. Cloud Board of Education. \$1.75.

This volume contains the work in reading developed in St. Cloud for the first six grades. Conspicuous features claimed for the work are (1) the practical application for the classroom teacher of recent developments in the theory of teaching reading, (2) educative seat exercises, (3) a number of unstandardized tests, (4) a reading procedure for intermediate grades, (5) distinctions drawn between reading for appreciation and reading for study, (6) beginnings made in selecting and in training in specific types of study in different subjects by grades, (7) diagnostic and remedial work for primary and intermediate grades.

ADAPTING THE SCHOOLS TO INDIVIDUAL DIFFERENCES. Part II of the Twenty-fourth Yearbook of the National Society for the Study of Education. Bloomington, Illinois. The Public School Publishing Co.

This volume raises sharply the question of individual instruction—"Is it desirable and practicable to carry differentiation still further—to the complete individualization of instruction?" Issues are stated and data presented from widely known centers of individualized schemes of instructions—Winnetka, Illinois, Los Angeles, California, the San Francisco State Teachers College, and others. The issues raised have been the source of much discussion and debate. Regardless of one's personal experiences and opinion, the volume is worthy of careful study.

Mr. Washburn, of Winnetka, holds that the data presented justify certain conclusions which he states.

Section V—contains a "practicable program of individualization." The discussion of Dr. Sutherland on "Factors Causing Maladjustment of Schools to Individuals" is thoroughly convincing so far as the weaknesses of traditional methods of instruction are concerned.

The section on "Differentiated Assignments in the Wisconsin High School" by H. L. Miller and S. A. Leonard, is of particular interest to teachers of English.